



Cycle A English

Year 1 & 2

Unit of Work: Stories with Fantasy Settings

Term: Autumn 1

Length: 2-3 weeks

Writing outcome: A fantasy story featuring their own robot model as the central character.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> ■ Making predictions based on what has been read so far. ■ Identify and discuss the main events in stories. ■ Identify and discuss the main characters in stories. ■ Use patterns and repetition to support oral retelling. ■ Retell familiar stories in a range of contexts. ■ Make basic inferences about what is being said and done. 	<ul style="list-style-type: none"> ■ Orally retell a wider range of stories, fairy tales and traditional tales. ■ Demonstrate understanding of fiction and non-fiction by orally asking and answering who, what, where, when, why and how questions. ■ Make predictions based on what has been read so far and give reasons. ■ Make inferences about characters and events using evidence from the text eg think, say, feel. ■ Participate in discussions about what is read to them, taking turns and listening to what others say. ■ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ■ Listen to a range of texts at a level beyond that at which they can read independently including stories. ■ Sequence and discuss the main events in stories. ■ Identify, discuss and collect favourite words and phrases. 	<ul style="list-style-type: none"> ■ Orally compose every sentence before writing. ■ Re-read every sentence to check it makes sense. ■ Punctuate simple sentences with capital letters and full stops. ■ Use familiar plots for structuring the opening, middle and end of their stories. ■ Spell words containing each of the phonemes already taught. ■ Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>). ■ Hold a pencil with an effective grip. 	<ul style="list-style-type: none"> ■ Say, write and punctuate simple and compound sentences using the connectives <i>and</i>, <i>but</i> and <i>or</i>. ■ Select, generate and effectively use nouns. ■ Use past tense for narrative. ■ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ■ Write about fictional events. ■ Evaluate their writing with adults and peers. ■ Proofread to check for errors in spelling, grammar and punctuation. ■ Form lower-case letters of the correct size relative to one another. ■ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ■ Learn new ways of spelling phonemes for which one or more spellings are already known. ■ Use specific text type features to write for a range of audiences and purposes e.g. letters and narrative.

Possible texts:

- No-Bot by Sue Hendra.
- The Three Little Aliens and the Big Bad Robot by Margaret McNamara.
- The Big Bad Wolf and the Robot Pig by Laura North and Kevin Cross.
- Little Robots on the CBeebies website ([here](#)).
- The Robot Book by Heather Brown.
- Harry and the Robots by Ian Whybrow.
- Wall-E film (2008).
- Origins - The story of a lone robot from the Literacy Shed website ([here](#)).



Cycle A English Year 1 & 2

Unit of Work: Recounts

Term: Autumn 1

Length: 2-3 weeks

Writing outcome: A first person recount about making a model robot.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Recall specific information in texts. Relate texts to own experiences. Activate prior knowledge. Check that texts make sense while reading and self-correct. Listen to what others say. Take turns. 	<ul style="list-style-type: none"> Sequence and discuss the main events in stories and recounts. Listen and respond to contributions from others. Demonstrate understanding of fiction and non-fiction by orally asking and answering who, what, where, when, why and how questions. 	<ul style="list-style-type: none"> Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letter for the personal pronoun I. Use simple joining words to link ideas. Pluralise nouns using '-s' and '-es' e.g. <i>dog, dogs; wish, wishes</i>. Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas/events in order. Write in different forms with simple text type features e.g. recounts. Discuss their writing with adults and peers. 	<ul style="list-style-type: none"> Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. Write about real events. Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use present tense for non-chronological reports and persuasive adverts. Select, generate and effectively use verbs (technical vocabulary). Select, generate and effectively use nouns (technical vocabulary). Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. To write using time connectives: <i>while, as, before, after</i>.

Possible texts:

- Mister Maker clips on the CBeebies website ([here](#)).
- Robot Dog by Mark Oliver.
- Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong.



Cycle A English

Year 1 & 2

Unit of Work: Poems for learning by heart

Term: Autumn 1

Length: 1-2 weeks

Outcome: Learn a poem by heart for performance.

Short writing outcomes:

- robot character descriptions.
- lists of rhyming words.
- innovated versions of a robot poem read, e.g. in the case of 'Robot Rumpus', could Mum and Dad leave your class set of robots in charge? (i.e. those created in design and technology learning opportunities).
- a glossary of robot related vocabulary.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> ■ Read some contractions eg I'm, I'll. ■ Split two syllable words into the separate syllables to support blending for reading eg jumping, pocket, longer and boxes. ■ Apply phonic knowledge for reading. ■ Recognise an increasing number of high frequency words. ■ Develop fluency, accuracy and confidence by re-reading books. ■ Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. ■ Recognise and join in with language patterns and repetition. ■ Recite rhymes and poems by heart. ■ Introduce and discuss key vocabulary. ■ Give opinions and support with reasons. ■ Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> ■ Read accurately words of two or more syllables that contain alternative sounds for graphemes eg in treated and heading. ■ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ■ Read frequently encountered words quickly and accurately without overt sounding out and blending. ■ Read aloud books closely match to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically and without undue hesitation.# Read further common exception words, noting tricky parts (Year 2 list). ■ Learn and recite a range of poems using appropriate intonation. ■ Explain and discuss their understanding, giving opinions and supporting with reasons. ■ Demonstrate understanding of fiction and non-fiction by orally asking and answering who, what, where, when, why and how questions. 	<ul style="list-style-type: none"> ■ Separate words with finger spaces. ■ Identify question marks and exclamation marks. ■ Orally plan and rehearse ideas. ■ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. ■ Read aloud their writing to adults and peers. ■ Use the spelling rule for adding –s or –es (i.e. <i>when the word has a /iz/ sound</i>). ■ Hold a pencil with an effective grip. ■ Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. ■ Be able to read back words they have spelt. ■ Use their phonic knowledge when spelling unfamiliar words (i.e. <i>produce phonically plausible spellings</i>). 	<ul style="list-style-type: none"> ■ Read aloud their writing with intonation to make the meaning clear. ■ Evaluate their writing with adults and peers. ■ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ■ Recap adding the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. ■ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ■ Select, generate and effectively use adjectives.

Possible texts:

- I'm a little Robot by Robert Hiedbreder on the Rableather website ([here](#)).
- My Robot poem by Gareth Lancaster on the Fizzy Funny Fuzzy website ([here](#)).
- Robot Rumpus by Sean Taylor (written in rhyme).
- Robots, Robots Everywhere! by Sue Fliess (written in rhyme).
- Jumpstart Poetry by Pie Corbett.



Cycle A English Year 1 & 2

Unit of Work: Stories with repetitive patterns

Term: Autumn 2

Length: 3-4 weeks

Writing outcome: Narrative based on model text with innovation of character/s and setting.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for their choice. Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. Make basic inferences about what is being said and done. 	<ul style="list-style-type: none"> Make predictions based on what has been read so far and give reasons. Orally retell a wider range of stories, fairy tales and traditional tales. Make personal reading choices and explain reasons for choices. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text eg think, say, feel. 	<ul style="list-style-type: none"> Use question marks. Use capital letters for names of people. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Say, and hold in memory whilst writing, simple sentences which makes sense. Separate words with finger spaces. Use familiar plots for structuring the opening, middle and end of their stories. 	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. Use sentences with different forms: statement, question, command, exclamation. Use subordination for reason – because. Select, generate and effectively use adjectives. Select, generate and effectively use verbs. Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Write about real and fictional events. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Learn to spell common exception words. Learn to spell more words with contracted forms. Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known. Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>.

Possible texts:

- Zog by Julia Donaldson.
- The Princess and the Dragon by Audrey Wood.
- George and the Dragon by Christopher Wormell.
- The Snow Dragon – BBC Learning Zone ([here](#)).
- Princess and the Dragon – YouTube clip ([here](#)).



Cycle A English Year 1 & 2

Unit of Work: Poem on a theme
Term: Autumn 2
Length: 1-2 weeks
Writing outcome: Poem based on a theme.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Listen to a range of poems at a level beyond at which they can read independently. Make personal reading choices and explain reasons for their choice. Recognise and join in with language patterns and repetition. Read words containing <i>-ed</i> endings. Use patterns and repetition to support oral retelling. Recite rhymes and poems by heart. Give opinions and supporting with reasons. 	<ul style="list-style-type: none"> Use tone and intonation when reading aloud. Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices. Orally retell a wider range of poems. Explain and discuss their understanding, giving opinions and supporting with reasons. 	<ul style="list-style-type: none"> Orally plan and rehearse ideas. Write poems with simple structures. Read aloud their writing to adults and peers. Separate words with finger spaces. Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>help – helped</i>. 	<ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Write simple poems based on models. Read aloud their writing with intonation to make the meaning clear. Learn to spell common exception words. Select, generate and effectively use verbs. Use past tense verbs (adding correct suffix).

Possible texts:

- The Great Fire of London – A poem for kids by Paul Perro on the History for Kids website ([here](#)).
- Ladybird, Ladybird fly away home – available on the Poetry Foundation website ([here](#)).
- Or link to special times of year eg Christmas, Bonfire Night



Unit of Work: Range of non-fiction texts

Term: Autumn 2

Length: 2-3 weeks

Writing outcome: An information book.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Recall specific information in texts. Read aloud books closely matched to their improving phonic knowledge. Introduce and discuss key vocabulary. Activate prior knowledge e.g. <i>what do you know about the Fire of London?</i> Explain clearly their understanding of what is read to them. Listen to what others say. Take turns. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. 	<ul style="list-style-type: none"> Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Read aloud books closely match to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically and without undue hesitation. Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words. Activate prior knowledge, raise questions and find and note answers eg KWL Demonstrate understanding of fiction and non-fiction by orally asking and answering who, what, where, when, why and how questions. Participate in discussions about what is read to them, taking turns and listening to what others say. Make contributions in whole class and group discussions. Consider other points of view. Listen and respond to contributions from others. 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features. Discuss their writing with adults and peers. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. Use sentences with different forms: statement, question, command, exclamation. Use commas to separate items in a list. Use present tense for non-chronological reports and persuasive adverts. Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Read aloud their writing with intonation to make the meaning clear. Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Possible texts:

- Schools Liasion website (here).
- Beginning History: The Great Fire of London by Liz Gogerly (here).
- Museum of London – Great Fire of London Game (here).
- Fire Facts website – information on fire safety (here).

In addition, a range of information texts not linked directly to the main topic should be used.



Cycle A English Year 1 & 2

Unit of Work: Stories by the same author

Term: Spring 1

Length: 2-3 weeks

Writing outcome: Narrative based on model text with innovation of character/s and setting.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> ■ Making predictions based on what has been read so far. ■ Identify and discuss the main events in stories. ■ Identify and discuss the main characters in stories. ■ Use patterns and repetition to support oral retelling. ■ Relate texts to own experiences. ■ Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. ■ Make basic inferences about what is being said and done. ■ 	<ul style="list-style-type: none"> ■ Make predictions based on what has been read so far and give reasons. ■ Demonstrate understanding of fiction and non-fiction by orally asking and answering who, what, where, when, why and how questions. ■ Make inferences about characters and events using evidence from the text eg think, say, feel. ■ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ■ Orally retell a wider range of stories, fairy tales and traditional tales. ■ Sequence and discuss the main events in stories and recounts. ■ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ■ Read further common exception words, noting tricky parts. ■ Use tone and intonation when reading aloud. ■ Listen to a range of texts at a level beyond that at which they can read independently including stories. ■ Introduce and discuss key vocabulary within the context of a text. ■ Identify, discuss and collect favourite words and phrases. ■ Make contributions in whole class and group discussion. 	<ul style="list-style-type: none"> ■ Orally compose every sentence before writing. ■ Re-read every sentence to check it makes sense. ■ Punctuate simple sentences with capital letters and full stops. ■ Use formulaic phrases to open and close texts. ■ Use familiar plots for structuring the opening, middle and end of their stories. 	<ul style="list-style-type: none"> ■ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ■ Use subordination for time, e.g. build on <i>when</i> (autumn term), and extend to other time connectives: <i>while, as, before, after</i>. ■ Use past tense for narrative. ■ Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ■ Write about fictional events. ■ Proofread to check for errors in spelling, grammar and punctuation. ■ Read aloud their writing with intonation to make their meaning clear.

Possible texts:

- Lost and Found by Oliver Jeffers.
- Up and Down by Oliver Jeffers.
- The Perfect Pet by Fiona Robertson.
- The Perfect Present by Fiona Robertson.



Cycle A English

Year 1 & 2

Unit of Work: Non-chronological reports

Term: Spring 1

Length: 1-2 weeks

Writing outcome: Information poster or booklet.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Recall specific information in texts. Activate prior knowledge e.g. <i>what do you know about this animal?</i> Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Introduce and discuss key vocabulary, linking meanings of new words to those already known. Locate parts of text that give particular information eg titles, contents page and labelled diagram. 	<ul style="list-style-type: none"> Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Read frequently encountered words quickly and accurately without overt sounding and blending. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. Discuss how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> Check that texts make sense while reading and self-correct. Make contributions in whole class and group discussion. Listen and respond to contributions from others. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Use simple connectives to link ideas e.g. <i>and</i>. Identify and use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features. 	<ul style="list-style-type: none"> Use subordination for reason, e.g. build on <i>because</i> and <i>so</i> (autumn term), extend to other reason connectives; <i>if, then, for, unless</i>. Use present tense for non-chronological reports. Plan and discuss what to write about e.g. <i>text mapping, collect new vocabulary, key words</i>. Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform</i>. Write about real events. Edit and improve their own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation.

Possible texts:

- Range of information texts.
- Kidzone website ([here](#)).
- Penguin information and facts.



Cycle A English

Year 1 & 2

Unit of Work: Poems on a theme

Term: Spring 1

Length: 1-2 weeks

Writing outcome: Poem based on a model text and oral presentation of a poem.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Listening to a range of poems at a level beyond at which they can read independently. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Recite rhymes and poems by heart. Giving opinions and supporting with reasons. 	<ul style="list-style-type: none"> Listen to a range of poems at a level beyond that at which they can read independently. Learn and recite poems using appropriate intonation. Use tone and intonation when reading aloud. Participate in discussion about what is read to them, take turns and listen to what others say. Make contributions in whole class and group discussion. Listen and respond to contributions from others. Make personal reading choices and explain reasons for choices. 	<ul style="list-style-type: none"> Orally plan and rehearse ideas. Write poems with simple structures. Recap plurals – adding s or es to nouns. Have clear ascenders ('<i>tall letters</i>') and descenders ('<i>tails</i>'). Use suffixes <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Read aloud their writing with intonation to make the meaning clear. Write simple poems based on models. Select, generate and effectively use adjectives. Write simple poems based on models. Edit and improve their own writing in relation to audience and purpose. Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful</i>, <i>careful</i>, <i>careless</i>, <i>hopeless</i>. Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster</i>, <i>fastest</i>, <i>smaller</i>, <i>smallest</i>.

Possible texts:

- Range of poems linked to animals, penguins etc.
 - Teaching First ([here](#)).
 - Kidzone website ([here](#)).
- The Animals Went in Two by Two* - traditional poem.



Cycle A English Year 1 & 2

Unit of Work: Traditional Tales

Term: Spring 2

Length: 2-3 weeks

Writing outcome: An innovated story, based on model text, to entertain children

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Listen to a range of texts (traditional tales) at a level beyond that at which they can read independently. Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make basic inferences about what is being said and done. Apply phonic knowledge when reading. Use patterns and repetition to support oral retelling. Retelling familiar stories in a range of contexts <i>e.g. small world, role play, storytelling.</i> Give opinions and supporting with reasons. 	<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Listen to a range of texts at a level beyond that at which they can read independently including stories. Activate prior knowledge and raising questions <i>e.g. what do we know? What do we want to know? What have we learned?</i> Make contributions in whole class and group discussion. Give opinions and supporting with reasons <i>e.g. was the Prince / Goldilocks / Jack a good or a bad character?</i> Make personal reading choices and give reasons for choices. Make inferences about characters and events using evidence from the text. 	<ul style="list-style-type: none"> Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Use simple connectives to link ideas <i>e.g. and, but, or, so.</i> Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order. Add the prefix '<i>un</i>' to verbs and adjectives to change the meaning <i>e.g. untie, unkind.</i> 	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. Select, generate and effectively use verbs. Use past tense for narrative. Plan and discuss what to write about <i>e.g. story mapping, collecting new vocabulary, key words and ideas.</i> Use specific text type features to write for a range of audiences and purposes <i>e.g. to entertain.</i> Write about fictional events. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Use suffix <i>ly</i> to turn adjectives into adverbs <i>e.g. slowly, gently, carefully.</i> Use subordination for time <i>e.g. When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other time connectives: <i>while, as, before, after.</i> Use commas to separate items in a list.

Possible texts:

- Rapunzel.
- Aladdin and the Lamp.
- Rumpelstiltskin.
- Hop-Toads and Pearls – a retelling of story from Charles Perrault in Children's Classic Stories: Fairytales, Fables & Folktales by Belinda Gallagher available from Google Books ([here](#)).
- Snow White and the Seven Dwarfs.
- The Little Mermaid.
- Little Red Riding Hood.
- The Wolf and the Seven Young Kids by the Brothers Grimm.
- Hansel and Gretel.
- The Cat, the Dog, Little Red, Exploding Eggs, the Wolf and Grandma by Diane Fox.



Cycle A English Year 1 & 2

Unit of Work: Recounts

Term: Spring 2

Length: 2-3 weeks

Writing outcome: Recount of a family event.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Listen to a range of non-fiction (recounts). Listen to others. Activate prior knowledge. Recall specific information in texts. Relate texts to own experiences. Discuss key vocabulary. Check that texts make sense while reading and self-correcting. Read aloud texts using that are consistent with their developing phonic knowledge. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>. Listen to a range of texts at a level beyond that at which they can read independently. Read longer and less familiar texts independently. Read a range of non-fiction texts including recounts. Discuss how specific information is organised within a non-fiction text. Introduce and discuss key vocabulary within the context of a text. Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>. Give opinions and support with reasons, e.g. <i>Was Goldilocks a good or bad character?</i> Consider other points of view. Demonstrate understanding of fiction and non-fiction by orally asking and answering who, what, where, when, why and how questions. Activate prior knowledge, raise questions and find and note answers eg KWL. Locate information from non-fiction texts 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Reread every sentence to check it makes sense. Use capital letter for the personal pronoun 'I'. Use capital letters for people, places and days of the week. Orally plan and rehearse ideas. Sequence ideas/events in order. Write in different forms with simple text features e.g. <i>recounts</i>. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>. Use past tense for recounts. Select, generate and effectively use nouns. Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes. Write about real and fictional events. Evaluate their writing with adults and peers. Read loud their writing with intonation to make the meaning clear.

Possible texts:

- Books which recount family events such as:
 - Baptisms / Christenings.
 - Birthdays / family anniversaries.
- Storybook weddings, such as:
 - Prince Charming and Cinderella.
 - Beauty and the Beast.
 - Snow White and the Prince.
 - Aladdin and the Princess.
- Diary of a wombat Jackie French <https://www.youtube.com/watch?v=72foUYogvSA>



Cycle A English Year 1 & 2

Unit of Work: Classic Stories

Term: Summer 1

Length: 2-3 weeks

Writing outcome: Narrative based on model text with innovation of character(s) and setting.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Make predictions based on what has been read so far. Discuss the title and how it relates to the whole story. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Apply phonic knowledge when reading. Read words containing <i>-ed</i>, <i>-er</i> and <i>-est</i>. Use patterns and repetition to support oral retelling. Give opinions and support with reasons. 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder</i>, <i>roundabout</i>, <i>grouping</i>. Read longer and less familiar texts independently. Listen to a range of texts at a level beyond that at which they can read independently including stories. Sequence and discuss the main events in stories. Introduce and discuss key vocabulary within the context of a text. Use morphology to work out the meaning of unfamiliar words e.g. <i>terror</i>, <i>terrorised</i>. Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? Give opinions and support with reasons e.g. Was Goldilocks a good or bad character? 	<ul style="list-style-type: none"> Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order. Identify and use exclamation marks. Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>pull</i> – <i>pulled</i>. 	<ul style="list-style-type: none"> Use subordination for time, e.g. <i>when</i>, <i>while</i>, <i>as</i>, <i>before</i>, <i>after</i>. Use subordination for reason, e.g. <i>because</i>, <i>if</i>, <i>unless</i>. Use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly</i>, <i>gently</i>, <i>carefully</i>. Select, generate and effectively use adjectives. Plan and discuss what to write about, e.g. <i>story mapping</i>, <i>collecting new vocabulary</i>, <i>key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. entertain. Write about fictional events. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.

Possible texts:

- The Enormous Turnip.
- The Tale of Peter Rabbit by Beatrix Potter.
- Jack and the Beanstalk.
- Oliver's Vegetables by Vivian French.



Cycle A English Year 1 & 2

Unit of Work: Instructions

Term: Summer 1

Length: 2-3 weeks

Writing outcome: A simple set of instructions.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Listen to a range of instructions. Recall specific information in texts. Introduce and discuss key vocabulary. Check that texts make sense while reading and self-correcting. Listen to others. Take turns. Explain clearly their understanding of what is read to them. Read aloud accurately texts that are consistent with their developing phonic knowledge. 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Sequence and discuss the main events in instructions. Read a range of non-fiction texts including instructions. Make contributions in whole class and group discussion. Listen and responding to contributions from others. Consider other points of view. 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas in order. Write in different forms with simple text features e.g. instructions. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Use commas to separate items in a list. Select, generate and effectively use verbs. Plan and discuss what to write about e.g. <i>key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i>. Use present tense for non-chronological reports Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Use sentences with different forms: statement, question, command, exclamation. Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.

Possible texts:

- Instructions for making cress heads from the CBeebies website (**here**).
- Instructions for growing a bean plant from The Great Grub Club website (**here**).
- Recipes from the CBeebies website (**here**).
- A range of instruction texts suitable to Year One.

**Cycle A English****Year 1 & 2****Unit of Work:** Traditional Rhymes**Term:** Summer 1**Length:** 1 week**Writing outcome:** A simple rhyme based on a traditional rhyme.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none">Listen to a range of poems.Recognise and join in with language patterns and repetition.Recite rhymes and poems by heart.Use patterns and repetition to support oral retelling.Make personal reading choices and explain reasons for choices.Introduce and discuss key vocabulary.Listen to what others say.	<ul style="list-style-type: none">Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.Read frequently encountered words quickly without overt sounding and blending.Use tone and intonation when reading aloud.Listen to a range of texts at a level beyond that at which they can read independently, including classic poetry.Learn and recite a range of poems using appropriate intonation.Recognise use of repetitive language within a text or poem.Introduce and discuss key vocabulary within the context of a text.Make contributions in whole class and group discussion.Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.	<ul style="list-style-type: none">Orally plan and rehearse ideas.Write poems with simple structures.Write simple sentences that can be read by themselves and others.Use capital letters for names of people.Separate words with finger spaces.Use their phonic knowledge when spelling any unfamiliar words.Read aloud their writing to adults and peers.	<ul style="list-style-type: none">Use sentences with different forms: statement; question; command; exclamation.Select, generate and effectively use adjectives.Select, generate and effectively use verbs.Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.Write simple poems based on models.Evaluate their writing with adults and peers.Read aloud their writing with intonation to make the meaning clear.

Possible texts:

- Poor Old Lady by Anonymous (lady who swallowed a fly...)
- Mary, Mary Quite Contrary on the Lit2Go website ([here](#)).
- Pat a Cake.
- Hot Cross Buns.
- A variety of nursery songs and rhymes from the BBC School Radio website ([here](#)).



Cycle A English Year 1 & 2

Unit of Work: Stories with familiar settings

Term: Summer 2

Length: 2-3 weeks

Writing outcome: Narrative based on model text with innovation of character(s) and a familiar setting.

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Read words containing –s, -es, -ing, -ed, -er, -est endings. Read more challenging texts using phonics and high frequency word recognition. Explain clearly their understanding of what is read to them. Split two and three syllable words into the separate syllables to support blending for reading. Develop fluency, accuracy and confidence by re-reading books Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling</i>. Make predictions based on what has been read so far. Make basic inferences about what is being said and done. Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. 	<ul style="list-style-type: none"> Read further common exception words, noting tricky parts. Reread books to build up their fluency and confidence in word reading. Read longer and less familiar texts independently. Sequence and discuss the main events in stories. Retell a wider range of stories, fairy tales and traditional tales. Recognise use of repetitive language within a text or poem. Introduce and discuss key vocabulary within the context of a text. Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>. Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i> Give opinions and support with reasons, e.g. <i>Was Goldilocks a good or bad character?</i> 	<ul style="list-style-type: none"> Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Reread every sentence to check it makes sense. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use simple 'joining words' to link ideas. Pluralise nouns – build on using '-s' e.g. <i>dog, dogs</i>, as addressed in previous units, to using '-es', e.g. <i>wish, wishes</i>. Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i> Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Sequence ideas/events in order. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Discuss their writing with adults and peers. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll</i>. Select, generate and effectively use nouns. Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. Use subordination for time and reason. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes, e.g. <i>to entertain</i>. Write about real and fictional events. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers.

Possible texts:

- Goat and Donkey in *The Great Outdoors* by Simon Puttock and Russell Julian.
- Maisie Goes Camping by Lucy Cousins.
- Boris Goes Camping by Carrie Weston.
- Percy the Park Keeper by Nick Butterworth.
- The Scarecrows Wedding by Julia Donaldson.
- Stuck by Oliver Jeffers.
- Marshmallows - a short film on Vimeo ([here](#)).



Cycle A English

Year 1 & 2

Unit of Work: Non-fictional texts - booklets

Term: Summer 2

Length: 2-3 weeks

Writing outcome: An information booklet

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Recall specific information in texts. Read aloud books closely matched to their improving phonic knowledge. Introduce and discuss key vocabulary. Activate prior knowledge e.g. <i>what do you know about camping/the park/our school grounds etc?</i> Explain clearly their understanding of what is read to them. Listen to what others say. Take turns. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. 	<ul style="list-style-type: none"> Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up their fluency and confidence in word reading. Listen to a range of texts at a level beyond that at which they can read independently including non-fiction. Read a range of non-fiction texts including explanations. Discuss how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Introduce and discuss key vocabulary within the context of a text. Check that texts make sense while reading and self-correct. Demonstrate understanding of texts by asking and answering questions related to <i>who, what, where, when, why, how</i>. 	<ul style="list-style-type: none"> Add the prefix '<i>un-</i>' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Use question marks. Re-read every sentence to check it makes sense. Use simple joining words to link ideas e.g. <i>and</i> etc. Write information texts with simple text type features. Discuss their writing with adults and peers. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Use the suffix <i>-ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>. Say, write and punctuate simple and compound sentences using the joining words <i>and, but</i> and <i>or</i>. Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Use present tense for non-chronological reports Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes e.g. to explain. Edit and improve their own writing in relation to audience and purpose. Proofread to check for errors in spelling, grammar and punctuation.

Possible texts:

- Barnaby Bear big books.
- At the Seaside big book.
- My First Camping Book by Dominic Bliss.
- Let's go camping – Collins Big Cat book.
- Other information books linked to the theme.



Cycle A English Year 1 & 2

Unit of Work: Traditional rhymes

Term: Summer 2

Length: 1 week

Writing outcome: A simple rhyme based on a traditional rhyme

Y1 Reading Key Learning	Y2 Reading Key Learning	Y1 Writing Key Learning	Y2 Writing Key Learning
<ul style="list-style-type: none"> Listen to a range of poems. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary. Listen to what others say. 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up their fluency and confidence in word reading. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. Use tone and intonation when reading aloud. Learn and recite a range of poems using appropriate intonation. Identify, discuss and collect favourite words and phrases. Recognise use of repetitive language within a text or poem. Make personal reading choices and explain reasons for choices. Make contributions in whole class and group discussion. Listen and respond to contributions from others. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Orally plan and rehearse ideas. Write poems with simple structures. Write simple sentences that can be read by themselves and others. Use capital letters for names of places Separate words with finger spaces. Use their phonic knowledge when spelling any unfamiliar words. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Use commas to separate items in a list. Select, generate and effectively use adjectives. Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>. Use suffixes <i>-er</i> and <i>-est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>. Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes. Write simple poems based on models. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear.

Possible texts:

- Ring a Ring a Roses.
- Here we go Round the Mulberry Bush.
- In and Out the Dusty Bluebells.
- Oranges and Lemons.
- London Bridge is Falling Down.
- More playground rhymes can be found on:
 - Woodlands Junior School website (**here**).
- Nursery Rhymes website (**here**).
- Use repetitive poem linked to theme for Y2